

Exhibit K

Elementary Teacher Education B.Ed Program Annual Assessment Meeting

September 18, 2014

11:00-1:00 pm

E-128

A-G-E-N-D-A

- I. Approval of fall 2013 Annual Assessment Meeting minutes
- II. CAEP 2013 Standards for Accreditation of Educator Preparation
[http://caepnet.org/standards/standards/2013 INTASC Learning Progressions for Teachers.pdf](http://caepnet.org/standards/standards/2013%20INTASC%20Learning%20Progressions%20for%20Teachers.pdf) (Laulima)
 - A. Reflections on B.Ed 2013-14 Program Evaluation Data (Laulima)
 - B. Recommendations for *Continuous Improvement*
 - 1. Addressing AFIs:
 - 2. Actions to date
 - 3. 2014-15 goals
- III. The Praxis Performance Assessment for Teachers (PPAT)
<https://laulima.hawaii.edu>
 - A. PPAT Piloting & Implementation Timeline
 - B. Curricular Planning
 - 1. How do our current assessments address PPAT tasks?
 - 2. What adjustments will need to be made?
- IV. Next Steps + Future Meeting Dates TBD

MINUTES

Faculty members present: Michael Hayes, Mary Heller, Rick Jones, David Kupferman, Stephanie Kamai, Linda Oba, Paula Major (SKYPE), Jonathan Schwartz

I. Minutes of Fall 2013 Assessment Meeting Approved

II. CAEP 2013 Standards for Accreditation of Educator Preparation

Faculty reviewed the CAEP 2013 Standards, as well as INTASC Learning Progressions, located on the Division Laulima website. Mary commented that CAEP is still under development and that the current standards could change. She has asked administration for travel monies to this year's CAEP conference; however, Linda Randall is currently on sick leave, and the budget has not yet been confirmed.

A. Faculty reviewed and reflected upon signature assignment data and discussed patterns that seem to occur over time. Issues raised were as follows:

1. Content Knowledge: Math, in particular---Rick speculated that the decrease in math content knowledge scores could possibly be attributed to the quality of instruction in MATH 111/12 and EDEE 462 (Math Methods), which have been staffed by new instructors over the past two semesters. He reminded faculty of past practice whereby Julia Myers taught both content and methods courses, which is the ideal scenario to improve math content knowledge.

2. Candidate Reflections on Teaching & Learning: Faculty noted the data indicates that candidates need to improve their ability to think critically and to reflect upon teaching and learning during all field experiences, practicum, and student teaching. This observation is relevant to NCATE AFI having to do with candidate impact on student achievement. Mary reported that she is having her student teachers write a formal reflection on the three lessons that she observes; Mike reported that his 200/201 students write four reflections on their field placements; David suggested the following reflection questions that he has used with student teachers: What went right? What went wrong? What would you do differently next time?

3. Candidate scores on standards associate with professionalism and involvement with the community: Stephanie expressed concern over candidate professionalism. Faculty discussed their use of the professionalism checklist that she developed last spring. Mary commented on her involvement in the "Grades First" pilot, which was an excellent way to bring professionalism issues to the forefront when teacher candidates are at risk of failing a course. Faculty noted that candidate involvement with community at large during practicum and student teaching can be problematic, given some school's restrictions on interactions with parents. Examples of proactive assignments in this regard include candidate letters to parents requesting permission to conduct a case study on their child (EDEE 424; EDEF 444), as well as a home-based activity on science concept knowledge (EDEE 464).

4. Faculty noticed that candidate scores on ACEI Standard 4, Assessment, have improved dramatically over past years. Possible explanations offered by Mary and Paula

clearer descriptions of what is expected in case study assignments, as well as the breaking down of each section of the case study for peer and instructor review of initial drafts. Mary has now included a Reflection piece that will further support candidate understanding of how data informs teaching and learning in the tutorial setting.

5. Teacher Education Advisory Council (TEAC) recommendations over the past two years have consistently recommended that candidates have greater exposure to SPED and ELL students. To address this reoccurring issue, faculty were reminded of the recommendations to reverse the delivery of Blocks 1 and 2, to make SPED 405 a co-requisite with the new Block 1, and to require an additional 3 credits of pre-professional special education coursework (SPED 304). Mary pointed out that this action brings the Articulation Agreement with LCC/ATT candidates into better alignment.

6. WI Data: Faculty will be asked to “close the loop” on the Writing Intensive data collected during AY 2013-14. Faculty continue to express concerns over the quality of teacher candidate writing. All faculty have consistently referred students to the No’eau Center for tutorial assistance and ask for evidence that they have followed through with the referral. Mary reported that a new English faculty is currently working with the center’s director to improve service to UHWO students in need of help with their writing.

B. Re: Continuous Improvement: Faculty discussed progress towards addressing the NCATE AFIs. With regard to Assessment Measures, faculty engaged in a critical discussion & analysis of assessments currently in place and those proposed.

Following are actions to date:

- Continued reflections on academic year data that is used to inform practice. All data are housed on the UHWO homepage Education Division *Accreditation* link.
- Adjustment of course signature assignments (SI), as indicated by data: Faculty are free to change their signature assignments, as needed. To ensure reliable and consistent data collection, faculty but are encouraged to make changes that are implemented during both fall and spring semesters. If changes to standards are warranted, faculty should report this to the Division Chair and TaskStream administrator.
- Utilization of the UHWO Office of Educational Effectiveness (OEI) to assist in the refinement of data collection, in general, survey instruments, in particular: Dr. Jacque Honda is the new OEI Director, and Dr. John Stanley is her assistant.
- Seek guidance from the Teacher Education Coordinating Council (TECC) and Hawaii Department of Education (HIDOE) regarding the feasibility of surveying principals (employers) via HIDOE, so ensure greater response rates.
- Increase involvement of the professional community via TEAC membership and annual TEAC meeting, to be held during the fall semester. Faculty will nominate new TEAC membership at the next monthly faculty meeting.

- Per TEAC and Division faculty recommendations: Increase candidate knowledge, understanding, and experience working with SPED and ELL students. Effective fall 2015, SPED 405 will be a co-requisite course in the new Block 1; SPED 304 will be a new pre-professional requirement, which is accomplished without increasing the number of credits to graduate. Mary will be preparing the Curriculum Committee forms to initiate this action.

III. The Praxis Performance Assessment for Teachers (PPAT)

A. The HTSB requires all Educator Preparation Programs (EPPs) to implement a national teacher performance assessment by Fall 2016. During AY 2016-17 cut scores will be established and beginning Fall 2017 all candidates must pass the exam in order to be recommended for licensure.

B. Adoption of the PPAT by Division faculty occurred after faculty attended HTSB-sponsored workshops and discussed the pros and cons of PPAT vs EDTPA. The general consensus was that the PPAT is a better fit to our program. Questions to be answered include:

1. How do our current assessments address PPAT tasks? --- Faculty will examine Task 1, in the context of their courses, and determine existing alignments, as well as recommended changes, as needed.

2. What adjustments will need to be made? --- Mary pointed out that because the PPAT is very writing intensive, the Student Teaching Seminar (EDEE 490) should continue to have a WI focus. However, as pointed out by Stephanie, the inclusion of the “E” focus is problematic, given the very focused PPAT tasks 1-4. Faculty discussed the need to move the Ethics focus out of Student Teaching Seminar and into an earlier course. Paula suggested that it be placed in EDEE 442, Social Studies Methods, as she has been planning to change the Signature Assignment; therefore, the timing is right. Mary recommended that Paula develop her EDEE 442 E-focus syllabus and submit to the General Education committee for approval. This action should take place as soon as possible, in order to get the new E-focus course implemented no later than fall 2015.

IV. Next Steps

PPAT Planning Meeting scheduled for Wednesday, October 22, 11:00-12:30 pm, E-228. Faculty should come prepared to discuss Task 1 in relation to their courses, as well as the program as a whole.

Meeting adjourned at 1:00 pm.